Kylemore Nursery School

School Development Plan

2016 – 2019

1. **An evaluation of the ethos of the school.**

Mission Statement

"ENRICHING THE LIVES OF CHILDREN SINCE 1977"

Ethos Statement

Kylemore Nursery School is a Rights Respecting school and aims to provide a very positive, child-centred ethos based on excellent relationships at all levels within a happy, relaxed and homely atmosphere. Qualified and experienced staff strive to provide a rich and stimulating learning environment throughout the nursery where the individuality of each child is recognised and valued. In partnership with the parents, all staff members respond to the children's immediate and evolving needs, promoting a sound sense of wellbeing within each child in order to build the foundations for life.   The principal and the governors continue to demonstrate our ambition and vision for the school:- a strong, continuing drive to identify children at risk, to target support to those who are most vulnerable, and to integrate early help with high-quality early education.

Evaluation

There is ample evidence that our desired ethos as set out above pervades all areas of school life. This includes: ·

- Informal feedback from children regarding their experience at Kylemore Nursery School ·
- Feedback from parents through the parent survey completed in June 2016. Our return rate was low at 22 out of 104 but all parents expressed high levels of satisfaction with the educational and pastoral provision provided by our school;
- Feedback from staff at the end of the school year although in 3 out of 6 returns it was difficult to ascertain why certain comments were made. ·

Our School Development Plan is central to the work we undertake in school and the monitoring, evaluation and review of this takes place on a regular basis.

Priority Areas For Improvement:
- To continue to identify children at risk, to target support to those who are most vulnerable, and to integrate early help with high-quality early education
- To continue to develop the community atmosphere throughout the school;
- To seek Parental feedback at an improved level each term from 2016
- To promote communication: rephrase the questionnaire to staff and discuss at length the aspects included and ensure there is no ambiguity in content

2.—A summary and evaluation, including through the use of performance and other data, of the school's strategies in place for—

(a) learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT;

LEARNING, TEACHING, ASSESSMENT

'What children can do (rather than what they cannot do) is the starting point in the child's education' **Tina Bruce (Early Childhood Education 1987, p.25)**

Children are encouraged to participate actively in carefully planned activities in a challenging environment where development can take place.

Through a curriculum which is broad and balanced, the children are allowed to make choices and are given opportunities to investigate, satisfy their curiosity, explore their environment both indoors and outside, share the world of books, music and drama, experience success and develop positive dispositions and attitude towards learning.

The high quality learning and teaching experiences at Kylemore Nursery School is the result of:

- high and clear expectations
- skilled staff
- strong ethos
- careful and detailed planning
- regular monitoring and evaluation of curriculum delivery
- appropriate and relevant staff development both in school and through outside agencies
- use of internal and external expertise
- learning and teaching resources and facilities which are constantly reviewed and evaluated.

This is all evidenced in our daily practice and has been positively evaluated in the most recent ETI inspection report (Feb 2008).

"There is an excellent ethos which promotes successfully the children's self-confidence, self-esteem and excellent behaviour.

• The organisation of the nursery's timetable provides long periods of uninterrupted play, during which the children have adequate time to make choices and to explore appropriately the full range of stimulating activities in the open-plan arrangement.

• The quality of the interaction between the staff and the children is of an excellent quality. The staff exploit skilfully the opportunities throughout the sessions to promote the children's language development and thinking skills.

• There is a wide range of interesting activities that encourage the children's curiosity and imagination and promote excellent learning in all areas of the pre-school curriculum. There are particular strengths in the promotion of the children's personal, social and emotional development, the early mathematical concepts and outdoor physical play. The children's environmental awareness is developed most effectively through the regular and well-integrated curricular visits to a woodland school.

• The planning and assessment systems are of a good standard. Individual education plans have been developed to ensure that children who require additional learning support are integrated appropriately into the nursery programme and that they are making progress in their learning."

The curriculum is organised to offer opportunities for each child to develop physically, socially, emotionally and intellectually. The school has a wide variety of materials and equipment through which the children are given opportunities to resolve conflict, work within groups, make choices and decisions with confidence, ask questions and explore, display appropriate emotional development and share materials and resources with others. Children learn best through play experiences that are relevant and meaningful to them. Our approach to the curriculum lays great emphasis on learning outdoors and children will experience being outdoors in all seasons and weathers. Activities are planned not only to support physical, language, mathematical, scientific, technological and creative development but also to stimulate the children and reflect their interests. We aim to create a rich, stimulating, happy and challenging environment where children will have the opportunity to develop their potential. We have introduced the growing of fruit and vegetables into our curriculum and keep the children informed about aspects of growth.

Staff motivate the children, support their choices and value their ideas, engaging them actively in learning through play. When planning the Curriculum themes are developed to take account of the children's individual stages of development, interests and abilities. The staff create a purposeful, supportive and risk-benefit assessed learning environment where praise and rewards are used to celebrate success as the children actively learn about their world.

Children attending Kylemore Nursery School also participate in Woodland School experiences. This provides our pre-school children with opportunities to develop independence, curiosity and a sense of worth.
Our Woodland School aims to:

• Give ownership of the woods to the children and the wider community

• Provide the children with an area in which they can explore, play and learn in a positive, fun way.

- Give children opportunities to make choices, take risks and develop life-long skills
- Provide a place for developing an understanding and appreciation of their environment and fostering in them the desire to care for it.

The children are being given a unique opportunity to explore aspects of play in the outdoors, which may have been forgotten as the pace of change and technology has increased.

The staff also regularly take the children on other educational visits (fire station, library, Giant's Causeway, Beach) in order to extend the work being carried out in the classroom.

Assessment is an essential part of the staff's planning and teaching. We know that the assessment, recording and reporting of children's work has a key role to play in ensuring each child achieves his/her potential. We plan for assessment to be regular and consistent and the outcomes used to inform future planning. Written observations and photographic evidence are collated using '2Build a Profile' and these are used to identify progress or underachievement. The staff have a shared understanding of the rationale and application of our agreed observation and record keeping schedules. This is informed by:

- initial information from parents, gained from our "Admissions Information" pro forma; "Child Profiles", which are maintained and updated regularly throughout the year;
- assessments based on observations and photographic evidence are completed in liaison with staff and other professionals as relevant.

The school's driving ambition means that we aim to improve even further the quality of teaching, learning and assessment and to monitor assessment information to achieve even better outcomes for children.

Parents are encouraged to support their child's learning and to contribute to the termly profiles written on their child's progress and achievements. We report outcomes to parents through informal discussion with Parents and through formal Parent teacher meetings.

We always plan our work in the best interests of the children, ensuring that we build on previous best. It gives all staff satisfaction and pleasure to see the progress our children make over the course of a school year. The final child profile created in the third term is passed on to the primary schools. Our approach is designed to secure accurate targeting of additional support where necessary and to identify more effective techniques and approaches which should be maintained.

RAISING STANDARDS IN COMMUNICATION, MATHS AND USING ICT

We place great emphasis on the importance of all children attaining the highest standards possible especially in the core areas of communication and early mathematics.   We are aware of the importance of pre-school education in promoting language development particularly and the need for children to transfer from nursery to primary school at the appropriate level so that they can cope with the new challenges presented by the foundation stage curriculum.   All children have the right to be fully supported so that they can fulfil their potential. Each member of our staff has a commitment to do the very best for all children attending our nursery. We fully support the core aim of the Every School A Good School policy to ensure that every child fulfils his/her potential at every stage of their development and the curriculum we offer is based around this premise.

The strategies currently used are:
- implementation of learning and teaching strategies
- implementation of assessment strategies
- implementation of the various relevant school policies
- appropriate and consistent differentiation
- consistent high expectation
- clear target setting for identified children
- appropriate deployment of staff and resources to secure the best possible outcomes for all children
- regular, ongoing and consistent self-evaluation of practice so as to ensure the best possible outcomes for all pupils
- cooperative engagement of parents and outside agencies to support achievement
- the effective use of modern technologies and resources
- relevant and appropriate staff development

ICT plays a significant role in all aspects of school life – learning, teaching and assessment, leadership and management and professional development.

ICT has consistently contributed to the enhancement of learning and teaching throughout the nursery school. ICT contributes to many curricular areas and children experience ICT on a regular basis and in a variety of ways including:
- PSE – use of photos around school digital photography and video digital photoframe

- Maths/Arts/Physical – computer games digital photography and video to create books for children that will be used either in paper format or on a laptop
- Language – listening centre / dvd/ tape recorders / talking tins
- WAU – metal detectors Apps /digital photography and video / cooking / measuring / light box
- Assessment – Child profiles created on iPad and editable on PC / digital photography

By monitoring, ongoing assessment and systematic policy implementation our approach ensures that the vast majority of children make appropriate progress in line with their ability.

Priority Areas For Improvement:
To review and monitor our existing approaches to

- Developing communication skills in all children
- Promoting mathematical concepts and language in all aspects of provision both indoors and outdoors.
- ensuring that all staff are supported in developing and using their knowledge of child development as they plan to move children learning forward in Communication, Maths and ICT

(b) providing for the special, additional, or other individual educational needs of pupils;

At Kylemore we have always recognised and attempted to cater effectively for the individuality of our children. We do this in a range of ways and we continually update and modify these strategies so that they are as effective as possible. The strategies currently in operation include:

- Differentiation
- Small group time activities
- Appropriate use of ICT and the latest technologies
- Broad curriculum with an emphasis on PSE, Language, Physical development, Maths, World Around us and the Arts
- Positive discipline policy
- Appropriate use of external agencies and expertise to support curricular activities
- High expectations for all pupils

- Appropriate use of additional funding (ie. GRTL Big Bedtime Read / DFC / Churchland Community Supporting Families through Learning programme / Coleraine Education Community Partnership) to enhance the educational opportunities and experiences for our children and also for their parents

We aim to integrate children with special educational needs as fully as possible, giving them access to the same materials, activities and experiences as the other children, always bearing in mind the needs of the class as a whole. Children with special educational needs are admitted to the Nursery School in every possible circumstance. The best interests of the individual child is our main concern at all times. Whilst provision for the special child is co-ordinated by the SENco, all members of staff are involved in providing the support to integrate each child as fully as possible within the group. We also work in conjunction with outside agencies in order to provide the most effective way of making the child's first educational experience rich and fulfilling. Our SENco shares information with a range of professionals in the strictest confidence, and always with parental permission, in order to provide the best possible experiences for each child. There is an effective team of qualified and skilled staff to meet the statutory requirements, implement an appropriate pre-school curriculum and provide for the needs of the children including those with Special or Additional Educational Needs.

The strong progress of children with special educational needs is evidenced in the feedback from professionals working with those children and other measures which are less easy to quantify.

The principal and the governors continue to demonstrate our ambition and vision for the school. This plan demonstrates a strong, continuing drive to identify children at risk, to target support to those who are most vulnerable, and to integrate early help with high-quality early education.

Priority Areas For Improvement:
- To review our existing IEP writing method and ensure parents are fully involved at all stages of the process
- To ensure that our partnership working within the Causeway Education partnership is strengthened and continues as long as it benefits the children in our school
- To ensure that training is accessed and learning shared within the staff team though this will be difficult in the current economic climate

(c) promoting the health and well-being, attendance, good behaviour and discipline of pupils;

We have a primary responsibility to show a strong commitment to the care, welfare and safety of the children in our care. The school has comprehensive, appropriate policies on welfare issues in line with the latest Department of Education guidelines and also guidance issued

by the Northern Health and Social Care Trust. These include Child protection, Behaviour management, Anti-bullying, Health and safety, and Health education. Staff have a clear understanding of their roles and responsibilities in protecting the children and they carry out these responsibilities fully and effectively.

All staff and volunteers have been subject to appropriate background checks and have received appropriate training which is updated frequently. Staff are vigilant about the children's well-being, health and safety and they recognise, and deal appropriately with, behaviour which has the potential to become bullying.

Each year renewed risk assessments and procedures, together with the removal of old and damaged equipment, will help to ensure that children continue to be kept very safe in the school.   Staff maintain appropriate records of all accidents and incidents relating to the children's welfare and parents are informed as soon as practicably possible. As a result, the children's personal, social and emotional development is promoted effectively and they gain an awareness of how to keep themselves safe and healthy. When they have anxieties, the children turn confidently to the staff and receive appropriate support and reassurance. Parents/carers are made aware of the school's approaches to welfare matters, and of the procedures for making enquiries and complaints. There is good liaison, including collaborative working, with relevant community, health and welfare agencies.

HEALTH and WELL–BEING are critical to the development and success of our children and accordingly we take the responsibility of its promotion very seriously. The school has a Health and Safety Policy and a Healthy Eating Policy which are in line with the latest Department of Education guidance. The school has a good liaison with relevant health and welfare agencies.   Health Visitors are welcome to contact the school to discuss with the teachers the new intake for the coming year.   In September 2016 as a result of the DE strategy GRTL (Getting Ready to Learn) we have a named health visitor linked to our nursery school.

In order to ensure that our pupils are healthy and well, we put in place a number of programmes and initiatives both within school and outside of school. These include:

- Broad, balanced and consistently implemented curriculum based on freeflow play
- Educational visits out of school
- Health Education programme including weekly cooking sessions as part of the curriculum
- Healthy snacks

ATTENDANCE

The school has strong systems to maximize attendance. The importance of good attendance and the link to children's wellbeing and progress is stressed in the start of year meeting. Kylemore Nursery School implements the Admission Policy in relation to Open Enrolment that is prescribed by the Department of Education. Parents may register their child on the school's waiting list on or after the date of the child's second birthday. This does not guarantee a place.

Daily attendance is essential once a child starts. If a child is sick we ask parents to phone the school and let us know. In some cases of illness, where the guidance on display in school requires it, a parent may be asked to collect the child from school and keep him/her at home until fully recovered. Irregular attendance will be discussed informally with the parent in an attempt to alleviate the problem.

Parents are advised of the need to ensure their children's good attendance in order to maximise their opportunities for learning in all aspects of the curriculum.

Should a child be absent for 21 days the place will be allocated to another child on the waiting list – unless the school has been informed of a valid reason for absence.

We aim to work in partnership with parents at all times. Good levels of attendance will continue to be encouraged in a variety of ways that include:

- Delivery of interesting and exciting learning opportunities
- Maintenance of a welcoming, friendly, inclusive and warm atmosphere within the school community
- High expectations that are consistently communicated
- Regular communication with parents through newsletters, website and notice boards
- Praise/Reward system for excellent attendance

AVERAGE ATTENDANCE: **School year   14,15 87.35%**

15, 16 86.88%

The nursery school is ambitious to improve attendance in 2016/2017 to 90% or above. However, attendance in nursery is not statutory so enforcement cannot be used. Children before the age of 5 years old are more prone to minor childhood illnesses than older pupils are. Most children only attend the nursery school for an academic year so work to improve attendance does not lead to an improving trend over time, as it would in a primary school. This year we intend to follow up unreported absences within one day.

GOOD BEHAVIOUR AND DISCIPLINE

Discipline issues are becoming more evident and we have a behaviour policy that promotes positive behaviour management strategies. This is a result of our positive discipline system and the positive relationships that exist within the school as well as the high expectations and quality of our school's organisation. All staff work to create a climate where mutual trust, respect, confidence and a caring ethos are evident throughout the school. The parents and the staff share and demonstrate a strong sense of identity with the school and its aims.

We place a strong emphasis on positive discipline through consistent implementation of our behaviour management policy which helps the children to understand and co-operate with the necessary rules and routines. Our aim is to help the children become self disciplined, accept responsibility for their own actions and respect others, the environment and their work.

The strategies which are utilised include:

- High, consistent expectations of children

- Regular communication with all parents

- Full implementation of our positive behaviour policy which places great emphasis on the promotion of the positive

- Full implementation of our pastoral care policy which supports all children

- Regular and appropriate staff development for all staff

- Early diagnosis and intervention for children who require support

- Seeking and using support of outside agencies if available/relevant

- Use of small group time sessions to reinforce the positive behaviour messages

As a result of the full implementation of our pastoral care and associated policies, there is consistent good behaviour by the vast majority of children. Incidents of poor behaviour are mainly a direct result of specific issues associated with individual children and these are addressed in co-operation with parents and the appropriate implementation of the school discipline policy.

Priority Areas For Improvement:
- To continue to work on improving levels of attendance
- To review our existing behaviour policy and procedures
- To access support for staff working with those children who have behaviour difficulties

(d) providing for the professional development of staff

PROFESSIONAL DEVELOPMENT

"Every School a Good School – a Policy for School Improvement emphasises that school improvement is first and foremost the responsibility of the school. It is based on the premise that schools themselves are best placed to identify areas for improvement and to implement changes that can bring about better outcomes for pupils. Self-evaluation leading to sustained self-improvement is therefore at the core of the school improvement policy".
                    Circular 2010/22

In the light of ongoing industrial action, shrinking budgets in all schools and given the fact that CASS support is practically non-existent we are mindful of encouraging staff to take some degree of ownership of their own professional development. All staff are made aware of opportunities for personal and professional development. The principal shares information with staff about events and activities organised by the Education Authority and also those offered in the community or through other educational providers, local university or teacher training colleges, FONT, NASEN and Early Education. Staff are welcome to apply to attend these events, some of which occur in the evenings or at weekends. The Principal is currently working with a number of other principals and staff from CCEA in a review of the Curricular Guidance Document.   ICT has contributed to the professional development of staff. During the past academic year, staff engaged in a wide variety of professional learning experiences using ICT.

Priority Areas For Improvement:
- the school will prioritise induction, mentoring of new staff and students and the maintenance of already high standards
- The use of ICT for staff development will continue to expand during the lifetime of this development plan as new opportunities arise to further enhance learning and teaching and staff competence through ICT though this will be difficult in the current economic climate

(e) managing attendance and promoting the health and well-being of staff;

The greatest asset in any school is its staff and it is essential that the staff are both cared for and developed to the maximum extent. Accordingly, the school leadership ensures that the workload attributable to the entire staff and to individuals is appropriate and balanced. In any situations where this is not the case the matter will be addressed.

To support staff the school has adopted the "Managing Attendance at Work" policy and other relevant policies related to Staff Care issued by the North Eastern Region of the Education Authority. The school staff are also made aware of Staff Care counselling provision which is available free of charge to all Education Authority staff – both teaching and non-teaching. The well being of the staff is promoted through

a yearly input from Carecall, appreciating and celebrating staff strengths and the overall success of the school. In line with DE policy, Every School a Good School, the Governors and Principal recognise the importance of consistently building capacity within the school as well as disseminating good practice throughout the school. Accordingly, the staff development programme is always in line with the core priorities of the school as outlined in the School Development Plan.

During the self-evaluation process, staff judged that at times their work was held back by occasional lapses in communication. These issues are being swiftly addressed with regular and systematic staff briefing through the use of the Calendar App on all ipads and a Staff communication book in the office. All information is therefore available to all staff and the onus is on staff to access the info at a time of their choosing. Time has been set aside also to specifically plan within staff teams on a fortnightly basis but there is further scope within the directed time allocation to liaise effectively as a class team.

Priority Areas For Improvement:
- Focus on the continued support of staff and students by providing a yearly input on Wellbeing and Health
- Support staff in accessing the Calendar on iPad and being aware of their personal responsibility to check what's happening, add events and share info within the team

(f) promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies;

Parents/carers and practitioners have a lot to learn from each other. Effective two way communication enables this to happen. A parent may choose to speak to any staff member with whom s/he feels comfortable and the information discussed will always be shared with the class teacher /Principal /SENco and confidentiality maintained. This can help both support and extend children's learning at home and in the setting.   Consistency between home and the setting promotes children's learning and development. Opportunities to practice, consolidate, rehearse and apply skills and knowledge in different situations helps children to embed and apply their learning. Staff at all levels meet regularly with parents, formally and informally, including home visits, pre-admission meetings, progress meetings, and informal discussions in person and around children's Profiles. All these interactions focus on enhancing children's learning and development, their wellbeing and sharing high expectations for every child, evidenced by the strong progress children make during their time in nursery.

Building relationships with parents/carers

Creating a welcoming atmosphere in the setting with approachable staff will encourage parents/carers to share information. Staff work to develop a relationship with the parents and carers. If parents and carers trust the staff and feel confident to speak to them they are more likely to share information and listen to any information given.   We attempt to provide time to liaise with parents and carers, both informally and formally. We attempt to arrange meetings with parents/carers at times that are best for staff when they are not engaged with the children. We have a staffroom and Entrance hall that may be a space or a place to meet and talk. We try to find somewhere private that parents/carers can talk if they want to share sensitive information. We try to get to know parents' interests and involve parents in the nursery.

What information do we share?

- Information about the setting and the curriculum.
- Information about the children's learning and development: Ongoing and two way.
- What the children are currently interested in. – reviewed regularly
- Other important information about the child and family.
- Consider confidentiality.   For example if a parent shares sensitive information we feel it is important to respect their privacy. Staff could just be informed that there is something going on in the child's life and they may not be themselves so staff should keep an eye on them.
- However if there are ever any safeguarding concerns this information **must** be passed on immediately following our safeguarding policy.
- We have a system for supporting children with an additional need or English as an additional language. We may need to share additional and or different information for these children and outside agencies eg interpreters may also be involved.

How do we share information?

- Regular opportunities, both formal and informal, where information is shared and parental contributions are sought.
- We use workshops website and social media as effective methods for including and welcoming **all** parents/carers. For example parents who may not speak English, fathers and mothers with busy working schedules or who work unsociable hours, parents who live separately from their child, etc.

Examples of practice

- Informal sharing on a regular basis
- Meetings
- Open days and parent workshops
- Parent information sessions
- Newsletters
- Parental notice boards
- Displays
- Parent questionnaires
- A Comments box
- Shared children's records
- Use of formats where parents can record children's interests and achievements at home
- Home visits
- Fundraising
- Daily digital photo displayof children accessing the pre-school curriculum on Apple TV
- Web site / Facebook / Twitter
- Links with the local primary schools and 2 year old programmes

The impact of parental partnerships

- Staff have an increased knowledge of what the child is like at home.
- Parents/carers have an increased knowledge of what the child is like in the setting.
- Improved consistency between home and the setting.
- Opportunities provided to consolidate learning and development and apply skills in different contexts.
- Improved relationships.
- Increased confidence and wellbeing of children, staff and parents/carers.

LOCAL COMMUNITY

Our neighbourhood context makes it imperative for the nursery school to make a swift and significance difference to children's life chances. The evidence base is clear (e.g. NISRA/NINIS Reports and the recent evaluation carried out in the local community by West Bann): early intervention, combining health and family support with effective early years education, makes an immediate and also a life-long positive difference to children's achievement throughout their schooling and beyond.   Attendance by the Principal at Churchland Neighbourhood Renewal meetings/DSD meetings that occur every 2 months is ongoing to ensure that the development of the local area is a priority. Currently there is a scheme being pursued to plan appropriate lighting in the local park and adequate parking facilities on Kylemore Road which will be beneficial to local residents and parents/carers of children who are attending the nursery school.

There can sometimes be limited interaction between people of different faith and ethnic groups. Having gained a UNICEF Rights Respecting Schools Award in 2010 we maintain a respectful ethos within our school. We are fortunate to have a transition support worker funded through Neighbourhood Renewal funding to engage with parents and children.

We actively support all parents, especially mothers, in accessing education and opportunities. We intend to continue to take children with their parent/carer to places in the local area. We are continuing to focus strongly on closing the gap between vulnerable children and the rest, and to raise the level of challenge in our provision and teaching so that the children with the highest levels of development on entry can achieve excellent outcomes by the end of their nursery year.

We place emphasis on sustainable development within the WAU and through our aim of maintaining the Eco schools Green flag award and also at various special events throughout the year (ie composting, phone recycling and the recycling of clothes). We participate in local events within the wider community – the New Row Christmas tree project; sharing our events through Neighbourhood Renewal newsletters and displaying photos of Woodland school activities in the local library.

We are aware of the need to continue to promote the use of electronic media for communication (website/email)

Coleraine Sure Start and Kylemore Nursery school have established a long term partnership and over the years this partnership has evolved to include

- A listening ear for parents of under 4 year old children
- Chatterpack lending system
- Home visits
- Opportunities for parents from Sure Start areas to create All About Me books

- Principal as a Director on the Board of Coleraine Sure Start.

OTHER SCHOOLS

We have good links with our partner schools in both DFC (Department for Communities) funded projects and the Principal attends meetings to review and plan future actions.

We link with local primary school staff to ensure a smooth transition from nursery to primary.

We offer work experience placements to students from North Coast Integrated College, Coleraine Grammar or Coleraine College on request.

Through Extended Schools we are fortunate in being linked with a large number of local schools including Ballysally nursery school and this year we plan to offer NIFSA training for all staff that will lead to a level 3 award. We have applied, in partnership with Ballysally nursery school, unsuccessfully for Shared Education funding and it is our intention to re-apply in phase 3 of this programme during 2017.

We welcome students from the local NRC who may be undertaking a child care diploma at either level 2 or level 3.

BUSINESS COMMUNITY

We are limited in the type of links that we currently pursue.   We source waste resources from local businesses and our parents/carers support us by collecting Sainsbury's Active Kids vouchers. We are planning to continue work with the Conservation Volunteers to enhance our school grounds.

VOLUNTARY AND STATUTORY BODIES

Our nursery school is a member of the Causeway Early Education Partnership (CEEP) which includes members from preschool settings within the private voluntary and statutory sector and each year a planning day is held when 2 cluster meetings for the year are established. Staff are informed about and welcome to attend these cluster meetings and they cover a range of information including external speakers, members of ETI or DE speaking on issues relevant to Early Years.

In 2015/2016 our first meeting focused on Learning to Learn and its implications for our sector. This took place in Harpurs Hill Primary school and was attended by all staff. It was presented by Cathy Galway DE.

In term 3 Louise Kelly offering a Music Therapy workshop in Ballysally nursery.

We are also a member of UK wide Early Education. The local group is based at Strathfoyle Teachers' Centre and offers information sessions on a termly basis.

Links with a wide range of professionals from voluntary and statutory bodies including speech therapists, physiotherapist, staff from Education Psychology and Child Development Centre occur as necessary to ensure that the needs and interests of the children always come first.

Priority Areas For Improvement:
- Raise staff awareness of existing links within the community
- Increase links within the business community
- Develop more shared experiences for our children with the children from Ballysally nursery school
- Promote sharing of good practice with members of the CEEP network

(g) promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

ICT TO SUPPORT LEARNING AND TEACHING

In these times of financial constraints it is difficult to justify the replacement of ICT equipment so we will use existing resources to the best of our ability. Children currently experience a diverse range of technologies. Primarily, children engage in learning experiences on PC's, laptops and iPads. The software they engage with is cross-curricular and certain software can only be found on one computer – other software have site licences and are therefore used more widely. Children also link their learning to digital equipment such as a microwave or a camera. Imaginative role-play is also another method used to explore ICT through spontaneous use of washing machine etc. Children are learning spontaneously and regularly on a daily level. They are encouraged to develop their independence and personal competencies on the computers and other hardware. Availability is not limited or restricted unless necessary for individual children's needs. All children are encouraged to try and develop basic knowledge and skills in ICT.

Through the record systems in school, children have their levels of competency assessed. Printers are linked to the PCs and children may print work, which they have produced although this does not happen regularly. This skill could be consistently encouraged and independent development of this skill taught.

ICT TO SUPPORT CONTINUING PROFESSIONAL DEVELOPMENT, LEADERSHIP AND MANAGEMENT

The Board of Governors have a Statutory responsibility in relation to School Improvement issues including the formulation of the School Development Plan, Open Enrolment, Community and Parental Involvement, the Curriculum, Financial issues including monitoring Salary issues, the LMS Budget and School Fund, drawing up policies and Personnel issues including discipline and grievance procedures, redundancies and dismissals. This responsibility – on a day-to-day basis - is delegated to the Principal who endeavours to inspire confidence and respect among the children, staff and parents, promoting a sense of self worth. Goals and expectations of what the school can achieve for its children are shared with all the staff and with the Board of Governors.

> The Principal provides excellent leadership and sets high expectations throughout the practice in the nursery school. The staff operate as a dedicated and highly effective team; they are reflective practitioners. The comprehensive strategic plan identifies a cycle of continuous improvement which benefits the children's learning experiences.
>
> ETI Inspection Report 2008

The school's self evaluation process is embedded into the daily work of the school; it involves the whole staff, governors, parents and the local community and their contribution to the processes of self- evaluation are most welcome.

The principal has a sound understanding of children's development and learning and is committed to promoting her own professional development and the personal and professional development of all the staff.

School Development Days, Baker days and staff meetings provide a platform for professional development. In regular consultation with the staff and governors priorities for staff development in PRSD are identified and matched closely to the needs of the school as outlined in the School Development Plan. The priorities are met effectively through appropriate training and development opportunities.   Difficulty arises in achieving of targets when the school encounters industrial action from within the unions.

There is clear evidence that the training and staff development undertaken to date have influenced the quality of the teaching and learning within the school. The staff share together the ideas and expertise gained through training and development, to the benefit of all the children.

ICT plays a core role in the delivery of leadership and management in Kylemore nursery school. ICT permeates all aspects of leadership and management in the school. The use of ICT has advanced the work of the school in virtually every area:

- managing finance
- assessing and observing children
- CPD of staff

- communicating with other schools and outside agencies
- responding effectively and efficiently with outside agencies
- reporting to parents and other agencies on the progress of pupils

Our priority as a school is to update and repair existing laptops etc. While we would like to replace these laptops it is not an appropriate use of school funds and we feel that the responsibility for doing so rests with the Department of Education who has already provided new laptops to all teachers in other sectors of education.

Each member of staff has been provided with an iPad, password protected, to support planning and observations. All shared documents are kept in Dropbox and can be read by all staff as the need arises. Documents for specific purposes and not for general viewing are password protected and shared on a need to know basis.

All staff, parents and the Board of Governors, are involved appropriately in the school's life and work. They contribute to, have a shared understanding of, and display commitment to, the aims, policies, and plans for development. Their different roles and responsibilities are understood clearly.

Priority Areas For Improvement:
- Revamp the nursery school website
- Continue to lobby for new resources from DE

3. An assessment of—

(a) the schools current financial position and the use made of its financial and other resources

Our school faces the challenge, like many nursery schools in Northern Ireland, of the demographic downturn in children in their final pre-school year. Our school population has therefore included 2 year old children each year since 2001 and perhaps before this date. Nursery Schools in Northern Ireland are funded partially on the basis of a formula (AWPU) derived from the number of children on roll. Any change in the process of enrolling 2 year olds in the nursery school will have a huge financial impact on our school.

Our budget has in recent years usually stayed within the Department's stated limit of 5% surplus/deficit. The financial projections for the school are contained in the next page. In recent years, including this school year there has been significant expenditure on:

- Replacing furniture that was old and in a state of disrepair
- Purchasing the software programme to ensure Observation profiles are consistent
- Providing iPads for staff and children
- Text messaging system Continued use of our Text Messaging Service to continue effective communication with parents may be necessary although we now use social media

Our SEN/EAL element within the Budget is used to reduce staff child ratios;
We have staff members who are mostly at the top of the scale and as a result the staffing budget level is high. The school is facing a challenging time as a result of the current budgetary position, the tightening of economic conditions and the reduction of the level of financial support from both the EA and DE. This financial situation means that during the lifetime of the plan, it is likely that some of the learning environment work will have to be funded by the school. This will restrict what is possible and will have a knock on effect on other school developments.

The Financial Plan for 2016 – 2019 was approved by the Governors in April 2016 and is attached. In order to address these challenging circumstances it is anticipated that:

- increased fund raising will be required
- all cost centres will be tightly managed and flexibility will be reduced
- increased funding applications will have to be made

- staff deployment may need to be altered in order to sustain provision available

- staff reductions may be required in the worst case scenario although all other avenues will be explored prior to progressing along that route

PRIORITY AREAS FOR IMPROVEMENT:

- To continue to maintain our spending within the Department's guidelines of 5% surplus/deficit in any given year
- To be able to maintain our current staffing level if possible
- Update the school website during this Plan
- To be aware of 'austere' times ahead.

(b) the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvement in standards

All financial resources will be used to ensure that the core objectives of the school development plan are delivered. Accordingly, there will be variation from year to year on how the resources are deployed. The core areas for funding during any given year will be those priority areas for development which are highlighted as action plans. In addition to this, a core objective of our school development plan is to maintain staffing levels at the highest level possible as we firmly believe that the better the staff/child ratio the more effective our education provision will be.

A review of our expenditure plan on the previous page will show that staffing is a priority, as this is core to the success of our development plan. Other areas which will receive priority funding – as budget constraints allow – during the time of this plan will be detailed in relevant action plans.

PRIORITY AREAS FOR IMPROVEMENT:

- Continuing staff training in the use of iPads to ensure we are getting maximum benefit from our investment in the iPad hardware
- Establishing a focus on improving communication within all aspects of nursery life:- child:child / child:adult / adult:adult
- Online Assessment of children using 2simple 2 build a profile and incorporating parental information regularly
- Using ICT in a wider variety of circumstances

4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises.

SUCCESS OF THE PREVIOUS SCHOOL DEVELOPMENT PLAN

As a school, we believe that it is vital to consistently monitor and adapt our development plan as successes are secured and new challenges arise. The targets set in the previous plan have mostly been met – where necessary the timeframe has been increased and the actions will be included in this new plan. *Also, please note that due to industrial action by teaching staff the targeted policy reviews in the previous plan have not been completed.*

SUMMARY/ASSESSMENT:

Our targets in any school development plan are centred on improving the experiences and curriculum on offer to the individual child and meeting their own needs.   Those children who require additional support with aspects of their learning, attain and maintain learning.   Most demonstrate a good ability to work independently or engage cooperatively with others.

5. An assessment of the challenges and opportunities facing the school.

CHALLENGES

The school faces a number of challenges in endeavouring to ensure that all pupils access the curriculum; attain in line with their ability and are provided with all the opportunities that they need. These challenges include:

- Engaging fully in the partnership opportunities available without the necessary resources to cover principal relief for such partnership work
- Foster further links with the wider community and to take advantage of the opportunities this presents
- Increasing numbers of children from ethnic minorities and their families
- Lack of integrated c2k service
- Maintaining high levels of cover for children who have special educational needs with diminished resources as evidenced by the shrinking of financial support
- Maintaining staff development provision in the light of the uncertain nature of support from EA
- Newcomer children and families have been welcomed into the school community and have added an enriching dimension to school life
- Team members becoming more proficient at sourcing CPD online and sharing learning openly
- Uncertainty created by the introduction of a new educational administration/EA

OPPORTUNITIES

The opportunities available to the school over the lifetime of this development plan include:

- Accessing the Inclusion and Diversity service's support and range of translation services
- Acquisition of new skilled staff and subsequent review of job descriptions
- Increasing availability of new technologies to enhance learning and motivation among pupils
- Polish Classroom Assistant employed in school
- Proposed extended autonomy of schools under the new Education Authority
- PRSD scheme used appropriately to further enhance staff expertise and a collaborative approach to teaching
- Review of Policy documents as per schedule
- Support of organisations in the community and the increasing opportunity to work in partnership with such groups and other schools

- The Department of Education's stated objective to raise standards as outlined in their standards agenda - Every School a Good School policy document, "Count, Read. Succeed" and the way forward for special educational needs and inclusion policy document

6. The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.

CONSULTATION

Consultation is an ongoing process which informs the development of plans and targets. Governors hold the principal and staff to account

- by diligent performance management of the principal and checking on the performance management of teachers and other staff, and its impact
- by establishing an annual cycle of reporting
- through scrutiny and challenge of reports from the principal
- through visits to see developing practice and to check key areas like safeguarding

In relation to the content of the School Development Plan the Principal consults with parents, staff and children on behalf of the Board of Governors. She also undertakes this consultation in relation to policies, the curriculum and the general management of the nursery school. These consultations take place via conversations, questionnaires, group feedback and other discussions. All responses to consultation are reviewed and considered in relation to the continuous process of school improvement.

This plan will be kept under continuous review by the Board of Governors. Any relevant concerns are reported to the Governors and taken into account.

The Principal will update the Board of Governors in relation to the progress made towards achieving the action plans at each meeting. This will usually be in the form of a written report and encompasses the following principles. Monitoring will be open, shared and transparent with a clear focus on what is most relevant to the schools improvement priorities, Performance Review and Staff Development (PRSD). The Governors will receive termly progress reports on the implementation of the plan and will annually undertake, in partnership with the principal, a detailed evaluation of the progress that has been made towards the attainment of the planned outcomes. In addition all staff

will be informed of the achieved outcomes on an annual basis. It will be used as an opportunity to both celebrate good practice and identify future issues for development.

This ensures that plans can be adjusted so as to more effectively meet the needs of our school and community. Such consultations will continue during the lifetime of this plan and will inform the plan in future years.

7. Identification of the areas for development, which shall be informed by the school's self-evaluation and include—
(a) the school's key priorities for the period of the plan, based on the Department's priorities for education;
(b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and using ICT;
(c) the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion;
(d) the financial and other resources available to the school to be used in support of the actions identified at sub-paragraph (c) to achieve the outcomes identified at sub-paragraph (b); and
(e) the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.

IDENTIFICATION OF AREAS FOR DEVELOPMENT

The areas for development throughout the lifetime of this plan are specified along with the required actions in the Appendix – 3 yr overview.

The detailed key targets for subsequent years will be developed as we move through the lifetime of the plan.

The financial resources required for the first year of the plan are evidenced in the "Three Year Development Plan."

7. Areas for development

Kylemore Nursery School   Three Year Overview   2016/2019

Year 1	Year 2	Year 3
➢ Continued development of the Nursery school as a Rights Respecting School – parental involvement ➢ To develop staff confidence and competence in delivering Forest school experiences on site ➢ Staff development in the use of ICT throughout all areas of learning and particularly in reference to planning, evaluating and assessment ➢ Match planning and IEPs more appropriately to the identified needs and interests of individual children's learning. ➢ To renew our Ecoschools Green flag award and continue to develop the grounds of the school to enhance outdoor learning ➢ DFC CECP - Coleraine Education Partnership Project ➢ DFC CCSFTL - Continue to develop links with parents through Transition Support worker ➢ GRTL Big Bedtime Read ➢ Reviewing and Updating SEN Administering Medication and The Arts Policy Documents	➢ Opportunity to review roles and responsibilities, establish staff responsibilities and ensure everyone accepts and understands their complementary roles ➢ Continued Development of the Outdoor Environment based on previous year's work ➢ Continued development of the Nursery school as a Rights Respecting School ➢ Developing Links with parents ➢ Continue to develop links with parents through IEP involvement ➢ First Aider to complete refresher training ➢ Review our approach to the training of students on placement ➢ Promote the improvement of attendance levels ➢ Reviewing and Updating X, X AND X Policy Documents ➢ GRTL Big Bedtime Read and addition of Happy Healthy Kids	➢ Children's Development in Learning ➢ To renew our Ecoschools Green flag award ➢ Staff development in the use of ICT throughout all areas of learning and particularly in reference to planning, evaluating and assessment ➢ To review and update the school website ➢ Reviewing and Updating X, X AND XX Policy Documents ➢ DFC Coleraine Education Partnership Project ➢ DFC CCSFTL Continue to develop links with parents through Transition Support worker ➢ GRTL Big Bedtime Read, Happy Healthy Kids and Ages & Stages ➢